

CONWAY MIDDLE

1104 Elm Street
Conway, SC 29526

GRADES 6-8 Middle School

ENROLLMENT 521 Students

PRINCIPAL Howard T. Lee 843-488-6040

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	26	16	1

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No

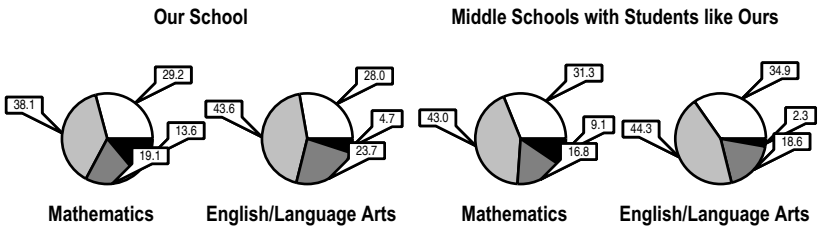
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	530	99.4	27.7	43.8	23.8	4.8	37.4	Yes	Yes
Gender									
Male	286	99.7	32.7	45.8	18.5	3.1	30.0		
Female	244	99.2	21.9	41.5	29.9	6.7	46.0		
Racial/Ethnic Group									
White	292	100.0	14.1	43.3	35.6	7.0	54.1	Yes	Yes
African-American	223	99.1	44.6	45.5	8.4	1.5	15.8	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	66.7	11.1	11.1	11.1	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	434	99.5	21.5	45.5	27.5	5.6	43.2		
Disabled	96	99.0	55.7	36.4	6.8	1.1	11.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	530	99.4	27.7	43.8	23.8	4.8	37.4		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.6	27.4	44.0	23.9	4.8	37.6		
Socio-Economic Status									
Subsidized meals	346	99.4	36.8	47.4	13.5	2.3	25.2	Yes	Yes
Full-pay meals	184	99.5	11.5	37.4	42.0	9.2	59.2		

Mathematics - State Performance Objective = 15.5%									
All Students	530	99.6	28.9	38.2	19.2	13.6	43.0	Yes	Yes
Gender									
Male	286	99.7	28.8	38.8	18.1	14.2	42.7		
Female	244	99.6	29.0	37.5	20.5	12.9	43.3		
Racial/Ethnic Group									
White	292	100.0	14.8	35.6	28.9	20.7	62.2	Yes	Yes
African American	223	99.1	47.5	41.6	6.9	4.0	18.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	44.4	33.3	0.0	22.2	0.0	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	434	99.8	23.5	38.1	22.2	16.2	50.0		
Disabled	96	99.0	53.4	38.6	5.7	2.3	11.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	530	99.6	28.9	38.2	19.2	13.6	43.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.6	28.8	38.2	19.3	13.7	43.2		
Socio-Economic Status									
Subsidized meals	346	99.4	39.0	41.6	11.6	7.7	29.0	Yes	Yes
Full-pay meals	184	100.0	10.9	32.2	32.8	24.1	67.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	202	99.5	32.0	37.6	27.1	3.3	30.4
	Grade 7	150	100.0	38.1	42.4	14.4	5.0	19.4
	Grade 8	186	98.9	26.9	61.4	10.5	1.2	11.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	100.0	32.3	39.7	22.8	5.3	28.0
	Grade 7	187	100.0	24.2	48.9	23.1	3.8	26.9
	Grade 8	152	98.7	26.4	50.0	20.3	3.4	23.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	202	100.0	22.5	33.0	26.9	17.6	44.5
	Grade 7	150	100.0	35.3	38.1	15.8	10.8	26.6
	Grade 8	186	99.5	33.9	48.5	12.3	5.3	17.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	191	100.0	22.2	39.2	20.1	18.5	38.6
	Grade 7	187	100.0	29.7	36.3	20.9	13.2	34.1
	Grade 8	152	98.7	35.1	45.9	13.5	5.4	18.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 521)				
Students enrolled in high school credit courses (grades 7 & 8)	41.9%	Up from 15.7%	13.5%	14.6%
Retention rate	1.7%	Down from 3.9%	3.9%	3.0%
Attendance rate	95.5%	Down from 96.0%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.1%		6.4%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.7%		5.3%	5.3%
Eligible for gifted and talented	23.0%	Up from 15.8%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.9%	Up from 16.0%	14.0%	13.9%
Older than usual for grade	4.2%	Up from 3.6%	4.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.7%	Up from 2.3%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	43.2%	Up from 42.5%	45.1%	48.7%
Continuing contract teachers	81.1%	Down from 87.5%	82.6%	81.7%
Highly qualified teachers**	96.2%	N/A	92.9%	90.4%
Teachers with emergency or provisional certificates	6.1%		4.4%	5.3%
Teachers returning from previous year	89.0%	Up from 86.6%	83.4%	85.1%
Teacher attendance rate	93.3%	Down from 94.9%	94.9%	94.8%
Average teacher salary	\$42,031	Up 2.1%	\$39,220	\$40,566
Prof. development days/teacher	5.0 days	Down from 11.3 days	11.1 days	11.0 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	3.3
Student-teacher ratio in core subjects	18.2 to 1	Down from 20.2 to 1	20.1 to 1	21.3 to 1
Prime instructional time	88.1%	Down from 90.3%	88.9%	89.3%
Dollars spent per pupil*	\$7,092	Up 8.6%	\$5,582	\$5,821
Percent of expenditures for teacher salaries*	57.2%	Down from 58.6%	61.4%	61.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	82.1%	Down from 82.4%	94.5%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Conway Middle School is making strides to reach the goal of "learning for all," and we continue to develop our students to be well rounded academically, athletically, artistically, and socially. In addition to teaching content-area standards, all teachers employ technology and writing across the curriculum. The entire teaching staff is involved in remediation/acceleration of small groups of students organized around areas of greatest need as identified by MAP testing and teacher observations. CMS supports athletics as well with a strong B-squad program in football, basketball, and cheerleading. Our students also participate in several of the sports programs offered at our local high school. We have a variety of school-sponsored functions, active clubs, and after-school activities.

CMS is proud of the involvement and commitment of parents in their child's educational process. Personalized Learning Plan and Academic Plan conferences were attended by 80% of our parents/guardians, reaffirming their commitment to a quality education. CMS faculty members held two PACT Family nights, which focused on academic achievement and PACT test information and strategies, and these were attended by over 100 parents.

CMS continues to face challenges this year as we analyze PACT and MAP scores and disaggregate test data. We made gains in all subjects at every grade level on MAP testing in 2003-2004, but we must continue to strive to increase levels of student achievement, especially with our "at-risk" population. Through special funding allocations, we will maintain a teaching staff-pupil ratio comparable to previous years, and we will improve that ratio in our mathematics classes. We added Read 180 and Corrective Reading to our ELA program, and those will be continued and expanded in the coming year. Through technology grants and allocations, we will be able to add an additional 28-station computer lab and a mobile lab to our building. Classroom discipline and referrals, as well as surveys, still indicate that improved behavior and better social skills are needed. CMS became part of a high-powered business partnership with The Sun News, who provided both tutors and mentors, and that program will continue in 2004. We will continue to incorporate character education into the curriculum and into some special programs for both males and females, and we will work to develop more uniformity in our classroom procedures to improve overall discipline.

Conway Middle School appreciates its outstanding PTO and School Improvement Council. The PTO raises funds that support our student incentive program, which rewards students for academics, reading, behavior, and attendance. CMS is proud of its focus on "giving every child hope" for the future, and we will continue to forge ahead in a collaborative effort to ensure that our students are being prepared to successfully compete in a global society.

Genar Faulk, Principal 2003-04

Michelle Derrick, School Improvement Council Chairperson 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	126	70
Percent satisfied with learning environment	90.0%	69.6%	82.4%
Percent satisfied with social and physical environment	92.5%	81.6%	76.8%
Percent satisfied with home-school relations	53.8%	81.6%	72.9%

*Only students at the highest middle school grade level at this school and their parents were included.